Meets ESSA "DEMONSTRATES A RATIONALE" Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

PROGRAM OVERVIEW

Into Math® is a comprehensive K–8 solution for mathematics designed to monitor, predict, and propel growth. The program was built from expert insights and real teacher feedback to deliver a student-centered, outcomes-driven approach to learning mathematics that supports deeper understanding of concepts, helps students connect concepts and procedural skills, builds fluency, and embeds application opportunities throughout.

DEMONSTRATES A RATIONAL
ESSA EVIDENCE RATING

DISTRICT: Nine schools across five states: Arizona, Florida, Iowa, Illinois, and North Carolina
STUDY YEAR: 2019–2020
STUDY CONDUCTED BY: JEM & R, LLC

| EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Provides a well-specified logic model informed by research or evaluation	*Into Math* is an intentional, comprehensive, and inspiring mathematics solution for Grades K–8 that centers on student growth. Growth is maximized when instruction, assessment, and professional learning are coordinated and tightly aligned, and *Into Math* is structured to support growth in teaching and learning. *Into Math* presents an intentional curriculum in which the mathematics presented in a lesson is focused and structured to reflect the realities of managing a classroom and the challenges surrounding delivering effective instruction for each and every student. Within this system, all the resources have a clear and intentional purpose that supports effectiveness. The solution concept unites a focused lesson structure with clear goals, measurements of student growth, and a teacher support system.
Relevant research or an evaluation that suggests that the intervention is likely to improve student outcomes or other relevant outcomes; an effort to study the effects is underway at the higher evidence levels	Using a pretest/posttest research design, researchers examined the performance of 2,778 students who used *Into Math* as their core math instruction during the school year. Statistical analyses indicated that students made significant growth from the beginning of the year to the middle of the year as measured by the *Math Inventory*®.

Even though the study was terminated in the middle of March 2020 due to the global pandemic, student achievement gains occurred across all grade levels (K–8), and students from all subgroups, including students eligible for free and reduced-price lunch, students with an IEP, and students with limited English proficiency (LEP), witnessed significant increases in mathematical achievement.

Overall *Math Inventory* Performance by Time

Pretest: 479.6
Posttest: 493.7
(Scaled Scores)
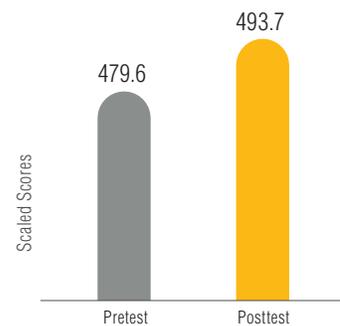
To learn more about the research behind *Into Math*, visit hmhco.com/intomath

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